

TKS Attend to Achieve Attendance Strategy

Exceptional ATTENDANCE:	(Attendance between 100% and 98%)
Wave 1 Intervention:	Universal Offer (Attendance 95% or Greater but LESS THAN 98%)
Wave 2 Intervention:	Students who are AT RISK OF Persistent Absence (Attendance LESS THAN 95%)
Wave 3 Intervention:	Students who are persistently absent OR SEVERELY ABSENT (Attendance LESS THAN 90%) (Attendance LESS THAN 50%)

ESCALATION OF ATTENDANCE INTERVENTION

STUDENTS WITH EXCELLENT ATTENDANCE

Students with good attendance are those with attendance between 100% and 98%.

- Parents will receive a letter, postcard or email home congratulating them on their child's good or excellent attendance.
- Students will be rewarded within the school's reward system.
- Students with this level of termly and annual attendance will receive a certificate of achievement and their names will be displayed publicly within the school.
- Class teachers or form tutors will be responsible for supporting students at this level and for encouraging them to maintain their high standards of attendance throughout the year.



Intervention – WAVE 1: Universal Offer (Attendance 95% or greater but less than 98%)

School leaders will:

- Deliver clear messages about expectations, routines and consequences to new students and families through the prospectus and admission or transition events.
- Use physical presence to reinforce routines and expectations on arrival and departure.
- Regularly communicate expectations for attendance and punctuality and school performance through regular channels of communication with staff, students and parents.
- Establish and monitor implementation of rewards for attendance and punctuality and sanctions for absence and lateness.
- Monitor implementation of policy and practice, for example through form time drop-ins and shadowing late meet & greet procedures.
- Engage community businesses, partners and residents to promote attendance and report non-attendance.
- Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions.
- Establish, implement and monitor robust arrangements to identify, report and support children missing education (CME).
- Develop good support for children with medical conditions, mental health problems and special educational needs (SEND), including the use of individual healthcare plans.
- Engage students in consultation on attendance policy, practice, rewards and sanctions.
- Ensure that parents fully understand the demands and responsibilities of elective home education.
- Periodically review practice and consistency across the school and proactively promote attendance practice as part of staff induction.

Attendance, pastoral and other relevant staff will:

- Engage with feeder schools or local authority to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves.
- Provide appropriate support and challenge to establish good registration practice.
- Carry out robust first-day calling procedures, including a priority routine for vulnerable children such as those with a social worker.
- Undertake home visits in line with school policy to engage families and ensure children are safe.
- Identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies.
- Implement punctuality routines such as late meet & greet, logging latecomers on arrival.
- Implement children missing education (CME) procedures when appropriate.
- Ensure that parents fully understand the demands and responsibilities of elective home education.
- Where students have additional vulnerabilities that may require multi-agency meetings, they will try to arrange those meetings outside of lesson time where possible.

Teaching and classroom staff will:

- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasise the importance of attendance and its impact on attainment,
- Promote the next lesson and the sequence of lessons to motivate students to be in the classroom,
- Promote rewards and celebrate progress while continuing to outline sanctions, and apply rewards and sanctions consistently.
- Consider the individual needs and vulnerabilities of students.

In Addition Form tutors will:

- Follow up on absence and lateness with students to identify barriers and reasons for absence,
- Issue Attend to achieve catch up cards and monitor completion.

- Promote rewards and celebrate progress while continuing to outline sanctions, and apply rewards and sanctions consistently.
- Contact parents and carers regarding absence and punctuality.
- Review tutor group attendance weekly to share data, identify issues, intervene early and help set targets.

When a student's attendance falls into this category, the form tutor will speak to the student to;

- Welcome them back to school,
- Confirm the reason for absence and offer any required support,
- Update the student on other key information they have missed
- Issue a Attend to achieve catch up card and monitor progress over the following 10 days
- Set an individual attendance target using sessions rather than percentages that will help the student move up to the next band,
- Agree a review date.

Where unauthorised absence has occurred or attendance has not improved following the review with the student, a letter will be sent to parents advising of concern and outlining the parents' responsibilities.

Where improvement has not occurred following this intervention, parents will be invited to a meeting where the possible outcomes will be that:

- All parties are confident that issues have been resolved and the attendance will improve,
- A parenting contract is agreed,
- A penalty notice 15 school day monitoring period commences,
- A review date is agreed.

Where parents fail to attend the meeting without a satisfactory reason and unauthorised absence has occurred, the penalty notice monitoring period will automatically commence.

Intervention – WAVE 2: Students who are AT RISK OF Persistent Absence (Attendance less than 95%)

School leaders will:

- Establish robust escalation procedures which are initiated before absence becomes a problem, for example by:
 - sending letters to parents and carers,
 - having a weekly form tutor review,
 - creating attendance clinics,
 - engaging with local authority attendance teams and independent attendance organisations,
 - using fixed penalty notices, and engaging with children's social care staff, including Virtual School Heads and social workers where appropriate.
- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and intervention.
- Evaluate the impact of escalation procedures and seek robust evidence of the procedures that work and reflect the school context best.
- Attend or lead on attendance reviews and clinics in line with escalation procedures.
- Engage governors in attendance panels to reinforce messages and outline the relevance of attendance in terms of training and employment.
- Ensure that each child within this wave has a clearly identified adult from within school to work with the student and their family to improve attendance.

Attendance / Pastoral (and other relevant staff) will:

- Provide regular attendance reports to tutors and relevant staff to facilitate weekly reviews with leaders, including special educational needs coordinators, designated safeguarding leads and pupil premium leads, for monitoring and evaluation purposes.
- Initiate and oversee the administration of absence procedures. This could include:
 - sending letters home,
 - holding attendance clinics,
 - engaging with local authorities and other external agencies and partners,
 - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood,

- Considering whether further interventions are required in line with the statutory guidance on [parental responsibility measures](#).
- Provide regular reports to leaders on the at-risk cohort.
- Provide regular reports or caseloads to the local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk students.

When a student's attendance falls into this category, attendance and pastoral staff will:

- speak to the student to identify underlying home or school issues that may be causing the student's absence,
- Review the student's academic progress and make links to the student's attendance (for example, explaining what they could achieve if they attended all classes),
- Arrange for the student to catch up on work they have missed through the Attend to achieve catch up program.
- Implement a Pastoral Support Plan or review any existing student plan to include support to improve attendance.
- Set an individual attendance target for the student using sessions rather than percentages to help the student's attendance improve.
- Agree to a review date.
- Following the review with the student, a letter will be sent to parents advising of the concern and outlining the parents' responsibilities.

Where improvement has not occurred following this intervention, parents will be invited to a meeting where the possible outcomes will be that:

- All parties are confident that issues have been resolved and the attendance will improve,
- A parenting contract is agreed,
- A penalty notice 15 school day monitoring period commences,
- A review date is agreed.

Where parents fail to attend the meeting without a satisfactory reason and unauthorised absence has occurred, the penalty notice monitoring period will automatically commence.

Where these interventions have already been implemented and have had an unsatisfactory impact, the parent will be invited to an Attendance Panel. The possible outcomes of the panel may include:

- Completing an Early Help Assessment
- Leading to multi-agency support
- Referring the case to the Local Authority to initiate legal proceedings,
- Creating an Attendance Support Plan to remove barriers,
- Provide additional support and set targets. (This plan could include actions such as changes to lunchtime arrangements, support with uniform, help with applying for transport assistance, wake-up routines or emotional wellbeing support.)
- If a parent fails to attend the Attendance Panel without providing a satisfactory reason, a minimum of two home visits will be carried out with the purpose of engaging with the parent before making a referral to the Local Authority.

Teaching and classroom staff will:

- Welcome students back following an absence.
- Provide effective catch-up support as part of the Attend to achieve catch up plan, to build confidence and bridge gaps. This support could include
 - sharing lesson resources,
 - arranging peer support
 - offering one-to-one input.
- Meet with students to discuss absence, identify patterns, barriers and problems,
- establish actions to address them.
- Lead daily or weekly check-ins to review progress and the impact of support,
- Make regular contact with families to discuss progress,
- Consider what additional support for re-engagement might be needed, particularly for vulnerable groups.

Intervention – WAVE 3: Students who are Persistently Absent (Attendance less than 90%)

School leaders will:

- Establish clear and effective service level agreements with external partners to support students with persistent absence. This includes:
 - working with Local Authority Education Welfare Attendance Services,
 - Independent attendance organisations
 - Alternative providers,
 - Youth services,
 - School nursing and mental health professionals,
 - children's social care staff where appropriate.
- Build strong relationships with a network of voluntary organisations and charities to support vulnerable students, including those with persistent absence, such as:
 - Mental health charities,
 - Mentoring organisations
 - Young carers associations.
- Engage in or lead attendance reviews and clinics in line with escalation procedures.
- Ensure that each child within this wave has a clearly identified adult from within school to work with the student and their family to improve attendance.

Attendance/ Pastoral (and other relevant staff) will:

- Develop and implement persistent absence action plans with students and families that address barriers,
- Set clear targets for improvement
- Help establish positive attendance routines.
- Identify tailored interventions to meet the needs of the student, such as:
 - Mentoring,
 - Careers advice and guidance,
 - College or work placements,
 - Alternative hours of learning
 - Alternative provision where appropriate.
- Lead daily or weekly check-ins
- Review progress and the impact of support,

- Make regular contact with families to discuss progress,
- Hold regular meetings or reviews of caseloads with the local authority attendance team, external partners and alternative providers to check on welfare and review progress.
- Liaise with school leaders such as designated safeguarding leads, SENCO, HOY's and HOD's to ensure the right support is in place.
- Where appropriate make referrals to external agencies.
- Work in partnership with the local authority attendance team and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Provide regular reports to leaders on the impact of action plans and interventions.

Teaching and classroom staff will:

- Prepare supporting resources to ensure students can access learning when they return including ensuring that google classroom reflects the learning in the classroom.
- Develop targeted intervention to address gaps and build students' confidence.
- Contribute to and support the implementation of action plans created by attendance staff, where appropriate.
- Provide tailored praise and encouragement when students attend and arrive on time.

Wave 3: Severely Absent students

Those students whose attendance is at 50% or below will be categorised as 'Severely absent' in line with DfE guidance.

The full range of Wave 3 Interventions will be utilised to try and improve the attendance of these students and school will endeavour to forge strong working relationships with their parents/carers.

All schools will be expected to report to the Local Governing Body on a half-termly basis regarding the attendance of 'Severely Absent' students and the strategies that are in place to help them return successfully to full attendance.

Attendance% Days and Sessions Missed

Attendance %	Days Missed (per year)	Sessions Missed	Category
100%	0	0	Green
99%	2	4	Green
98%	4	8	Green
97%	6	12	Amber
96%	7	14	Amber
95%	9	18	Amber
94%	11	22	Amber
93%	13	26	Amber
92%	15	30	Amber
91%	17	34	Amber
90%	19	38	Amber (Persistent Absence)
85%	29	58	Red
80%	38	76	Red
75%	48	96	Red
50%	95	190	Severely Absent

✓ Green = 98–100%

⚠ Amber = 97–90%

● Red = below 90% (Persistent Absence)

● Severely Absent = 50% and below